



UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

SOCW 6343-003/004: Intimate Partner Violence
Fall 2014

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Section Information: SOCW 6343-003 & 004
Time and Place of Class Meetings: Online

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

Educational Policy and Accreditation Standards (EPAS), as applied to SOCW 6343

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

[Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:]

- (a) Advocate for client access to the services of social work.
- (b) Use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:]

- (a) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- (b) Tolerate ambiguity in resolving ethical conflicts; and
- (c) Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

[Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:]

- (a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- (b) Analyze models of assessment, prevention, intervention, and evaluation; and
- (c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

[Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]

- (a) Use practice experience to inform scientific inquiry and
- (b) Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

[Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

- (a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. [Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:]

- (a) Analyze, formulate, and advocate for policies that advance social well-being.
- (b) Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice. [Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:]

- (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- (b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a), (b), (c), and (d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

[Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice]

Educational Policy 2.1.10(a)—Engagement: Social workers

- (i) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- (ii) Use empathy and other interpersonal skills; and
- (iii) Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment: Social workers

- (i) Collect, organize, and interpret client data.
- (ii) Assess client strengths and limitations.
- (iii) Develop mutually agreed-on intervention goals and objectives; and
- (iv) Select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention: Social workers

- (i) Initiate actions to achieve organizational goals.
- (ii) Implement prevention interventions that enhance client capacities.
- (iii) Help clients resolve problems.
- (iv) Negotiate, mediate, and advocate for clients; and
- (v) Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation: Social workers critically analyze, monitor, and evaluate interventions.

CATALOGUE COURSE DESCRIPTION

This course covers theoretical frameworks for understanding and addressing intimate partner violence as well as culturally sensitive prevention and intervention practice models.

EXPANDED COURSE CONTENT

Intimate partner violence continues to be a persistent social problem, tragically affecting large segments of our population. In the past 30 years, awareness of this problem has been raised in academia, the empirical field, through front line workers in shelters for battered women, mental health, and from the feminist and men's treatment movement. The assessment, treatment, and prevention of intimate partner violence continue to make incremental and important changes. The focus of this course will be on models of service delivery to address the impact of intimate partner violence across the lifespan including children exposed to IPV, dating violence, and older women. Because women are disproportionately affected by intimate partner violence, there will be an emphasis on the special needs of this population.

The course will provide an overview of conceptual models of violence, consider risk factors and trauma effects of victimization, and suggest some clinical interventions. Theories for abusive behavior including socio-cultural theories, psychological theories, and ecological frameworks will be reviewed. The intersectionality of culture, ethnicity, place, age, sexual orientation, immigration status as well as global issues will be addressed.

Assessing and treating the impact of intimate partner violence cannot occur in isolation. Therefore, a special consideration will be given towards the impact that a coordinated community response among professionals and agencies has on individual social work practice. Students will have the opportunity to explore their own attitudes about intimate partner violence and learn basic skills for identifying, assessing and intervening with clients. Students will be expected to demonstrate understanding of the dynamics of violence and also be asked to critically evaluate models of assessment, delivery, theories, and interventions.

Definition of Evidence-Informed Practice adopted by the School Of Social Work at UTA:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

.....the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al. (2005).

Definition of Empowerment adopted by the School Of Social Work at UTA:

Empowerment: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances. (Barker, 2003, p.142)

EDUCATIONAL OBJECTIVES ADDRESSED

1. Demonstrate knowledge and skill in direct practice with an area of specialization: child and family services.
2. Complete multidimensional, biopsychosocial (BPS) assessments with client systems and groups in their area of specialization, taking into account client strengths, diversity and social justice.
3. Develop and apply appropriate, evidence-informed, empowerment-based intervention plans within their area of specialization.
4. Critically analyze theoretical models of micro practice to challenge societal oppression and discrimination, as well as for decision-making in practice.
5. Demonstrate an understanding of race, gender, sexual orientation, ability, culture, and other client characteristics, in conducting culturally sensitive, competent, and ethical social work practice.
6. Demonstrate the ability to evaluate practice activities by use of outcome and process techniques, using the results to modify practice.

The course relates to and advances the program objectives by demonstrating direct practice skills for intimate partner violence clients. The course describes multidimensional, biosocial assessments tools for individuals and groups.

Students are taught to critically analyze theoretical models and evaluate their effectiveness. Also, the course emphasizes the role of gender, race, sexual orientation, and other personal and social factors in the acceptance and utilization of assessment and treatment skills. These objectives are reflected below in student learning outcomes.

STUDENT LEARNING OUTCOMES

By the end of the semester, students should be able to demonstrate the following knowledge areas in their course assignments, group discussions, papers, and examinations:

1. Understand the scope of the problem of intimate partner violence, the risk factors, and treatment interventions.
2. Included here is understanding the absolute importance of culture and its importance in understanding this serious social problem.
3. Understand the special needs of victims and offenders.
4. Understand and consider the intersectionality of culture and social identifiers such as but not limited to race, ethnicity, age, gender, abilities, orientations, and status.
5. Understand various conceptual models aimed at explaining intimate partner violence.
6. Demonstrate one's personal awareness of this issue and some intervention skills.

PREREQUISITE

SOCW 6325; Co-requisite: SOCW 6326 or SOCW 6336.

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS

Lockhart, L. & Danis, F. (Eds.) (2010). *Domestic violence: Intersectionality and culturally competent practice*. NY: Columbia University Press. (Referred to Lockhart & Danis in this Syllabus)

Assigned online journal articles, websites and videos will be available on Blackboard.

Important Websites to review:

Texas Council on Family Violence: <http://www.tcfv.org/>

Praxis International: <http://praxisinternational.org/default.aspx>

Battered Women Justice Project: http://www.bwjp.org/ccr_webinar_recordings.aspx

National Coalition Against Domestic Violence: <http://www.ncadv.org/>

National Center of Domestic and Sexual Violence: <http://www.ncdsv.org/>

National Domestic Violence Hotline: <http://www.ndvh.org/>

DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS & DUE DATES

All assignments and examinations with value and due dates for the course are listed below.. Description, instructions, grading criteria and corresponding course objectives for assignments, projects and examinations will be posted on Bb.

Note: All written assignments must be submitted using the APA (American Psychological Association) guidelines. Students' writing should be clear, concise, well organized and suitably formatted. It is recommended that students seek guidance and editorial assistance from their peers, the **SSW Writing Resource Coordinator, Chris Kilgore**, and/or the university English Writing Center. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives.

Assignments & Examinations	Points	Due Date
Complete "Self ID" Form	5	8/28
Syllabus Quiz	15	8/31
Plagiarism Tutorial, Quiz & Certification	10	8/31
Critical Reflection Papers (2 x 25 points each)	50	8/31 & 12/4
Course Content Quizzes (10 x 10 points each)	100	See Course Outline
Discussion Boards (8 x 15 points each)	120	See Course Outline
Presentation/Video- IPV Worldwide	50	10/3
Biopsicosocial Assessment	50	10/25
Safety Plan	50	11/26
Services in the Community (extra credit)	(10)	11/20
Total	450 points	

The assignments, projects, quizzes and final exam add **450** points.

Final Grade Calculation

Points	%	Grade
403 - 450	90-100	A
358 - 402	80-89	B
313 - 357	70-79	C
268 - 312	60-69	D
000 - 267	59 >	F

GRADING POLICY

Students are expected to keep track of their performance throughout the summer and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels.

QUIZZES, ASSIGNMENTS AND PROJECTS ARE NOT ACCEPTED PAST DUE DATES.

An **Incomplete** ("I") grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student's work in the course is passing quality. A request, for an "I", must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of **plagiarism** of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- **Tutorial on Plagiarism** (UT-Arlington)
<http://library.uta.edu/plagiarism/index.php>
- **Plagiarism Examples** (Rob Toreki, University of Kentucky Department of Chemistry)
<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- **Avoiding Plagiarism** (UC-Davis)
<http://sja.ucdavis.edu/files/plagiarism.pdf>
- **Unacceptable Paraphrases** (Indiana University Writing Tutorial Services)
<http://www.indiana.edu/~wts/pamphlets.shtml>

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current catalog. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>; for graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

ATTENDANCE POLICY

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, students are expected to regularly attend class, be on time and stay until the completion of each session. Attendance is taken via an attendance sheet at the beginning of each session. For institutional authorized absences please refer to the latest academic regulation:
http://www.uta.edu/catalog/content/general/academic_regulations.aspx#9

EXPECTATIONS FOR OUT-OF-CLASS STUDY

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend nine hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for quizzes or exams, group meetings, etc.

ADDITIONAL REQUIREMENTS

- ✓ A respectful and inclusive environment is expected. Any disruption of the course learning environment (in or out of the class) will result in the identified student(s) being required to leave the class, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.
- ✓ Students are to complete all reading assignments and participate actively in class.
- ✓ All students are required to have an appropriate laptop/ netbook/ tablet for classroom use when required.
- ✓ Students are required to access their Blackboard accounts regularly to read announcements, take quizzes, submit assignments and download course materials posted by the instructor.
- ✓ Meaningful class participation is one of the requirements of university education. Participation includes: attendance, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.

DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

AMERICANS WITH DISABILITIES ACT

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

TITLE IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

ACADEMIC INTEGRITY

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access

the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

STUDENT SUPPORT SERVICES

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

WRITING RESOURCES

Dr. Chris Kilgore
Writing Resource Coordinator
School of Social Work
Building A, Room 319C
Email: ChrisKilgore@uta.edu

English Writing Center
Central Library Room 411
Tel. 817-272-2601

Perdue Online Writing Lab
<https://owl.english.purdue.edu/owl/>

APA Style
<http://www.apastyle.org/>

LIBRARY SUPPORT

The Social Service Librarian: John Dillard
School of Social Work
Building A, Room 111
Telephone: 817.272.7518
Email: dillard@library.uta.edu

Homepage: <http://libguides.uta.edu/profile.php?uid=1455>

UTA Library's home page: <http://library.uta.edu>

Database List: <http://www.uta.edu/library/databases/index.php>

Library Catalog: <http://discover.uta.edu/>







E-Journals: <http://liblink.uta.edu/UTAlink/az>





Library Tutorials: <http://www.uta.edu/library/help/tutorials.php>




Connecting from Off- Campus: <http://libguides.uta.edu/offcampus>






Ask a Librarian: <http://ask.uta.edu>






COURSE OUTLINE




Unit & Date	Topics & Readings	Assignments & Examination	Due dates
1 8/22- 8/28	INTRODUCTION AND COURSE OVERVIEW; DISCUSSION OF SYLLABUS; AND REVIEW OF MAJOR ASSIGNMENTS Required reading(s): Syllabus Welcome!: Course Management Sheet Plagiarism Tutorial: http://library.uta.edu/plagiarism/index.php	 Complete "Self ID" Form	8/28
		 Quiz on Syllabus & Course Management	8/31
		 Tutorial, Quiz, and Certification on Plagiarism	8/31
		 Critical Reflection Paper I	8/31
2 8/29- 9/4	INTIMATE PARTNER VIOLENCE: A SOCIAL PROBLEM Required reading(s): Dutton & Goodman. Coercion in Intimate Partner Violence: Toward a New Conceptualization Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.11-25) Lockhart & Danis. <i>Chapter 2: Understanding Domestic Violence: A Primer</i> Recommended reading(s): Intimate Partner Violence (general information) http://www.nij.gov/topics/crime/intimate-partner-violence/pages/welcome.aspx Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.26-59) Partner Abuse State of Knowledge Project Findings At-a-Glance The Facts on Reproductive Health and Violence Against Women Manual: Learning to listen, learning to help (p.1-7)	 Groups Member Presentation Forum	9/4
		 Discussion Board 1	Your post 9/2 Response 9/4

Unit & Date	Topics & Readings	Assignments & Examination	Due dates
3 9/5-9/11	IPV, CULTURES AND INTERSECTIONALITY Required reading(s): Film: <i>With Impunity: Men and gender violence.</i> http://www.mnvideovault.org/index.php?id=23801&select_index=0&popup=yes Lockhart & Danis. Chapter 1: <i>Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches</i> Esquivel-Santovena, Lambert & Hamel. (2013). Partner Abuse Worldwide Recommended reading(s): Fortune, Abugideiri & Dratch. (2010) A Commentary on Religion and Domestic Violence Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.26-49) Manual: Learning to listen, learning to help (p.8-9)	 Quiz 1: Chapter 1 Lockhart & Danis. Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches	9/11
		 Discussion Board 2	Your post 9/8 Response 9/11
4 9/12-9/18	NATIONAL & STATE POLICIES & COMMUNITY RESPONSES Required reading(s): Reauthorization of Violence Against Women Act (VAWA), 2013 (Summary) VAWA (2013) Campus Summary Texas Domestic Violence Statutes http://www.womenslaw.org/statutes_root.php?state_code=TX Brochure: Community Action Model Ptacek & Frederick. Restorative Justice and Intimate Partner Violence Recommended reading(s): Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.124-179) Reauthorization of Violence Against Women Act, 2013 Brochure: A Guide to the Texas Criminal Justice System Brochure: Protective Orders in Texas Webinar: A National Portrait of Criminal DV Courts Research with Discussion on the Current Crises in the Courts. June 7, 2012 http://www.bwjp.org/ccr_webinar_recordings.aspx van Wormer. Restorative Justice as Social Justice for Victims of Gendered Violence: A	 Quiz 2: Chapter 3 Lockhart & Danis. Our Survival, Our Strengths: Understanding the Experiences of African American Women in Abusive Relationships	9/18
		 Discussion Board 3	Your post 9/15 Response 9/18

Unit & Date	Topics & Readings	Assignments & Examination	Due dates
	Standpoint Feminist Perspective.		
5 9/19- 9/25	VICTIMS/SURVIVORS INTERVENTIONS Required reading(s): Policastro & Payne. The Blameworthy Victim: Domestic Violence Myths and the Criminalization of Victimhood. Tsui, V. Male Victims of Intimate Partner Abuse: Use and Helpfulness of Services Recommended reading(s): Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Law Enforcement, Prosecutors and Judges. (pp.29-32) Manual: Learning to listen, learning to help (pp.10-23) Manual: Helping an abused women: 101 things to know, say and do Manual: Helping abused women in shelters: 101 things to know, say and do Prospero, M. Mental Health Symptoms Among Male Victims of Partner Violence Tsui, V., Cheung M. & Leung, P. Help-seeking among male victims of partner abuse: men's hard times Trauma-Informed Care Tool kit: http://www.nnadv.org/resources/670-2/	 Quiz 3: Chapter 5 Lockhart & Danis. Social Work Practice with Abused Persons with Disabilities	9/25
		 Discussion Board 4	Your post 9/22 Response 9/25
6 9/26- 10/2	PERPETRATORS INTERVENTION Required reading(s): Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Law Enforcement, Prosecutors and Judges. (pp.15-26) Catherine A. Simmons & Peter Lehmann. An	 Quiz 4: Chapter 7 Lockhart & Danis. Domestic Abuse in Later Life	10/2

Unit & Date	Topics & Readings	Assignments & Examination	Due dates
	<p>argument for integrating Strengths into work with batterers</p> <p>Michelle Carney, Fred Buttell & Don Dutton. Women who perpetrate intimate partner violence: A review of the literature with recommendations for treatment</p> <p>Recommended reading(s):</p> <p>Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.67-81, 86)</p> <p>Jeffrey J. Edleson. Group work with men who batter: What the Research Literature Indicates.</p> <p>Penny A. Leisring. Top 10 reasons why women's perpetration of intimate partner violence is an important area of inquiry.</p> <p>Swan, S.C. & Snow, D.L. The Development of a Theory of Women's Use of Violence in Intimate Relationships</p>	<p> Discussion Board 5</p>	<p>Your post 9/29</p> <p>Response 10/2</p>
<p>7</p> <p>10/3-10/9</p>	<p>CHILDREN EXPOSED TO DOMESTIC VIOLENCE</p> <p>Required reading(s):</p> <p>Manual: Little Eyes Little Ears: Children exposed to domestic violence (pp.1-40)</p> <p>Jaffe, Crooks, Wong. Parenting after domestic violence: Safety as a Priority in Judging Children's Best Interest</p> <p>Recommended reading(s):</p> <p>Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.60-66)</p> <p>Manual: Learning to listen, learning to help (pp.24-27)</p> <p>Manual: Helping Children Thrive: Supporting women abuse survivors as mothers</p>	<p> Quiz 5: on unit's required readings</p>	<p>10/9</p>
		<p> Video or Presentation- IPV Worldwide</p> <p>Note: post on both assignment and discussion board sessions</p>	<p>10/3</p>
		<p> Discussion Board 6 (Video or Presentation)</p>	<p>Your post 10/3</p> <p>Response 10/9</p>
<p>8</p> <p>10/10-10/16</p>	<p>TIME TO WORK ON BPS ASSESSMENT</p>	<p> Quiz 6: Chapter 9 Lockhart & Danis. Outing the Abuse: Considerations for Effective Practice with LGBT Survivors of Intimate Partner Abuse</p>	<p>10/16</p>

Unit & Date	Topics & Readings	Assignments & Examination	Due dates
9 10/17- 10/23	DATING VIOLENCE Required reading(s): Lockhart & Danis. Chapter 14: Where teens live: Taking and Ecological Approach to Dating Violence Prevention Cercone, J.J., Beach, S. R. H., Arias, I. Gender Symmetry in Dating Intimate Partner Violence: Does Similar Behavior Imply Similar Constructs? Recommended reading(s): PowerPoint Presentation: Teen Dating Violence Policy in Texas Video: Teen Dating violence. https://www.youtube.com/watch?v=Lp2eljXWzgw	 Quiz 7: Chapter 14 Lockhart & Danis. Where teens live: Taking and Ecological Approach to Dating Violence Prevention	10/23
		 BPS Assessment	10/25
10 10/24- 10/30	SAFETY PLANNING Required reading(s): Domestic Violence and Social Work Education-Contextualized Assessment with Battered Women: Strategic Safety Planning to Cope with Multiple Harms (Special Section) Brochure: Personal Safety Plan Sheet: Create a Teen Safety Plan Sheet: Safety Plan from Stalking Video: Safety Plan while at work https://www.youtube.com/watch?v=CqL61xedomd8&feature=youtu.be Recommended reading(s): Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.82-85) Safety Planning. National Center on Domestic and Sexual Violence. Access: http://www.ncdsv.org/publications_safetyplans.html	 Quiz 8: Chapter 6 Lockhart & Danis. Domestic Violence Advocacy with Immigrants and Refugees	10/30
		 Discussion Board 8	Your post 10/27 Response 10/30
11 10/31- 11/6	ADVOCACY Required reading(s): Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.50-59, 96-118) Pence. Advocacy on Behalf of Battered Women	 Quiz 9: Chapter 8 Lockhart & Danis. Culturally Competent Practice with Latinas	11/6

Unit & Date	Topics & Readings	Assignments & Examination	Due dates
12 11/7-11/13	IPV IN THE MILITARY Required reading: Lockhart & Danis. Chapter 10: In Service to Our Community: Military Response to domestic Violence Klostermann, K. et al. Intimate partner violence in the military: Treatment considerations Recommended reading(s): Schaffer, B. J. Veterans' Treatment Courts and the Criminal Justice System http://www.socialworktoday.com/news/ews_1010_01.shtml Jones, A.D. Intimate partner violence in military couples: A review of the literature	 Quiz 10: Chapter 10 Lockhart & Danis. In Service to Our Community: Military Response to domestic Violence	11/13
13 11/14-11/20	TIME TO WORK ON SAFETY PLAN	 Extra Credit: Services in the Community	11/20
14 11/21-11/27	<i>Note: November 27-28 Thanksgiving Holiday</i>	 Safety Plan	11/26
15 11/28-12/4	VICARIOUS TRAUMA: TAKING CARE OF YOURSELF Recommended reading(s): Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers	 Critical Reflection Paper II	12/4
		 Blackboard Survey on Course Assessment	12/4

"As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course." – Marta A. Mercado-Sierra, Ph.D.